

Volume XII

Number 3

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# The Playground



The Kindergarten and First Grade

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# The Playground

Published monthly at Cooperstown, New York

for the

Playground and Recreation Association of America

1 Madison Avenue, New York City

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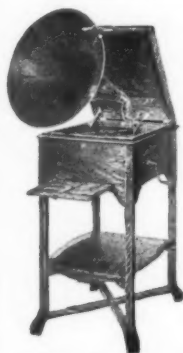
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# The Playground

Vol. XII No. 3

JUNE 1918

## The World At Play

**Patriotic Service.**—"Never before has recreation been so vitally necessary to the life of the world. A play leader contributes nobly and patriotically to the service of the country when she prepares, by careful training, to do her part in the conservation of the nation. For our children are our future men and women and that they may grow, we must provide the outlet for natural impulses and surround them with an atmosphere of happiness."—Bulletin of the Baltimore Training School for Recreation Workers

**Time Both for Work and Play.**—Lincoln E. Rowley introduces his annual report of recreation activities in East Orange, New Jersey, as follows:

"Since the declaration of war by the United States the Board of Recreation Commissioners has been without any precedent to guide it in formulating the policies to be pursued. The commissioners believe, however, that nothing within reason should be omitted that would minister to the happiness of small children; that the older

children and younger adolescents should be directed in helpful athletics and turned to a thoughtful interest in the country and those defending it in arms; that older boys should have better opportunities for play and physical training during their recreation hours but that they should not be encouraged to spend so much time on play that it interferes with their taking a responsible part in the world's work."

**Speeding Up Shipbuilding.**—Edward A. Filene, chairman of the Shipping Committee of the United States Chamber of Commerce, in an address before that body at Chicago, pointed out the necessity of community organization to place all of the people of the ship building cities back of the Government in the great program to be carried through. He emphasized particularly the necessity of adequate amusement and leisure-time facilities if labor conditions were to be such as to give maximum efficiency.

**War Service in Grade Schools.**—The public school

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children of Rockford, Illinois, have made and turned over to the War Camp Community Service the following articles for the boys at Camp Grant:

Five hundred and fifty-nine field note pads with oil cloth covers and pencils already sharpened for use. Each one cost five cents to make.

Four hundred and thirty letter-cases, with pencils, writing paper and envelopes to match, sure to give much pleasure to the soldiers. The material for each case cost eight cents.

Forty-three checker boards, covered with oil cloth, made to fold so that they can be easily carried into the trenches, or wherever the boys may have a few moments to forget the war. The material for these cost ten cents each.

Thirty-six pin holders made out of scraps. Each holder has a supply of pins.

**Over There.**—Among the recreation workers of this country who are serving the Y. M. C. A. in France are George Ellsworth Johnson, of Harvard, and E. B. De Groot, of San Francisco. Dr. and Mrs. Luther H. Gulick spent some time abroad as special emissaries of the Y. M. C. A.

**The Pageant of Freedom.**—The pageant given before 30,000 spectators in San Diego

last fall is available under certain conditions for use in other communities. Information may be secured from the author, Arnold Kruckman, San Diego, California.

**Migratory "Movies."**—North Carolina has developed a system of providing moving pictures for rural communities at prices they can pay. The circuit is covered by an automobile with a miniature electric plant. Each "unit" costs \$3,000 of which the State pays one-third. Ten communities in Sampson County guaranteed \$225.00 each and made money at an admission price of ten cents.

**Community Music at Wichita.**—A capacity audience, with hundreds unable to get in, indicated the enthusiasm Wichita feels for its Sunday afternoon musical programs. A band concert, interspersed with a number of vocal solos, and the singing of the Hallelujah Chorus by the Wichita chorus of 200 voices made up the program.

**George Sim to Sacramento.**—Sacramento, California, has formed a Board of Playground Commissioners to direct the recreation in parks, playgrounds, and in the school yards after school, on holidays

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and on Saturdays and Sundays.

George Sim, who has served in the South Park Recreation System in Chicago and later in the Playground Department of Los Angeles, has been called to executive leadership for this new position at Sacramento.

More and more, throughout America, there has been a tendency to centralize recreation administration and hundreds of cities will follow this experiment in Sacramento.

**Swimming Pool the Slogan.**  
—*American Education*, Albany, quotes from a bulletin of the Massachusetts Institute of Technology:

"A suitable slogan after the war would be—'a clean swimming pool and a large ball field for every boy and girl.' It also adds, for young children, the sand pile and mud pies and ring-around-a-rosey in yard or garden where sunshine is, and the air. There should be some degree of persistent participation in the most intensely active and absorbing kinds of play that makes for strength and, what is more important by far, for the will to use strength to the limit."

**Child Welfare in Dallas.**—Almost every agency in Dallas, Texas, remotely connected with Child Welfare joined in the Child Welfare Campaign of

Education, conducted by the Civic Federation.

"To arouse and educate the public that the child may have his just rights:

To be well born;

To be well nurtured;

To have a happy childhood;

To be physically cared for;

To be well educated."

Child Welfare as war service was the basis of the plea as indicated by the following call in the Dallas Survey:

"The percentage of young men who are physically unfit is revealed with terrifying clearness in examinations for war service. Some form of neglect in birth, childhood and youth has produced most of this disability. The faults lie a generation back of us. These faults not only continue today, but the experience of other nations shocks us into the belief that the demands of war will lay dread hands on the lives of the children.

"We are at the parting of the ways. We have a big decision to make. Shall we give our whole time and thought and energy to the needs of the Nation in War, or shall we give some serious thought and action to the protection of this new generation on whose shoulders will rest the destiny

## THE WORLD AT PLAY

of our country twenty years hence?

"This is not a question to be answered by Government or laws. It must, if democracy means anything, be answered by the people—all of them—the people who are the government.

"Never in the history of nations was the child—well-born, well-nurtured and well-trained—such an invaluable asset as it is today. In a larger measure than ever before the children of this generation are the hope of the nation ten or twenty years hence. In like measure they may be the menace of the nation's life."

**Wants the Best.**—Edward Kraft, of Red Bluff, California, has not only donated space for a playground for the children of his community, and funds for proper equipment, but has sent the committee of Red Bluff citizens appointed to take charge of the new playground to all the notable playgrounds about San Francisco to get suggestions from experienced workers.

**Fulfills Its Purpose.**—The Community Building at Washington, Pa., which was opened three years ago by a company formed for the purpose, has been such a success that the Washington Board of Trade

has purchased it for a permanent institution.

Warren R. Jackson writes of it:

"The building is fulfilling its purpose admirably and is now universally recognized as the community center, as was the hope of the promoters in the beginning. It is located on Main Street about one-half square below the Court House, and is readily accessible from all parts of the city. It is two stories in height and contains on the first floor a general reading and assembly room, a dining-room for members of the Board of Trade and their guests, a bakery shop and an insurance office. The revenue from the renting of the rooms used by the insurance office and the bakery shop amounts to approximately \$50 per month, which aids very materially in taking care of the maintenance expenses. On the second floor are two offices used by the Board of Trade, the office of the County Agriculturist and a suite of two rooms used as ladies' rest rooms. One of these rooms is equipped as a nursery and has proved quite attractive to women visitors in the city with small children.

"As an indication of the general use which is made of the

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structure by the residents of the community, it is interesting to note that last year an average of three hundred and nine persons per day availed themselves of the facilities of the building. On one occasion seven meetings, each one entirely foreign to all the others, were held in the building on the same evening. In the rear of the Community Building a free public hitching yard is maintained for the benefit of the farmers."

**Community House in Rutland, Vermont.**—Ex-Governor John A. Mead about two years ago presented the Congregational Church in which he was a deacon with a corner lot upon which stood a three-story brick residence. Adjoining the house he built a gymnasium with dressing-rooms and shower baths, and added a tennis court outside. This property is realizing the wish of the donor that it should become a "general center for wholesome recreation and social opportunity."

**Take Down the Fences Voluntarily.**—A bill has been introduced in the New York Legislature authorizing mayors to appoint a commission to secure the consent of owners of private property to the removal of fences separating yards, so that such yards may be used as

playgrounds. No expense to the city is provided for.

The plan has been tried in London, where it has provided hundreds of grounds for play safe from the traffic of the street.

### **The People Want Them.**—

Perhaps the biggest boost neighborhood center work has had in Milwaukee came as a result of a movement on the part of some of the members of the School Board to close these centers on Wednesdays and Saturdays. One week after the resolution was adopted the friends of neighborhood center work appeared before the Board to speak against the proposed closing. So urgent were the arguments presented, so eloquently did the neighborhood center's supporters plead its cause and so effectively did the results of six years of the wider use of the school plant for the people speak for themselves, that the matter did not even come to a vote.

### **Making American Citizens.**

—An Americanization campaign has been conducted by the Extension Department of the Board of School Directors of Milwaukee in an effort to induce foreigners to enter the night schools and Americanization classes. Under the slogan "Learn more, earn more," for

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eign-born men and women are being urged through dodgers extending the invitation in six different languages to attend the English classes which are being held in ten of the schools.

"Become a United States citizen" is the invitation proffered by two of the schools through their Americanization classes. The successful completion of eighteen lessons entitles the would-be citizen to a certificate which he may present to the judge upon applying for his citizen's papers.

**Window Cards for Gardeners.**—Mr. F. E. Wolfe, acting director of the Municipal Recreation Committee of South Bend, Indiana, has sent a letter to Mr. Herbert Hoover, United States Food Administrator, suggesting that some sort of official recognition, possibly a window card, be given to all persons doing gardening during the summer of 1918; also that this recognition possess national significance and indicate that the workers are engaged in national war service.

In South Bend 497 vacant lot gardeners and about 5,000 home gardeners were enrolled last year. Complete figures on the produce of these gardens are not available but many reports have been made and on a conservative estimate based up-

on the average production, the Home and Vacant Lot Gardeners together produced a total of \$60,000 worth of produce within the city limits of South Bend.

**Liberty Bonds as Garden Prizes.**—The National Agricultural Prize Commission, 220 W. 57th St., N.Y., has begun a movement to bring under cultivation all available unoccupied property in cities. After arranging with the municipal administration and committees of private owners for the use of unoccupied land, it will make an educational campaign throughout the city.

The actual work of cultivation will be carried on either by individual housewives or neighborhood committees. The neighborhood committees will raise the food for the consumption of their own members and the families in their respective neighborhoods. Three fifty-dollar Liberty bonds will be awarded during the Summer months to committees reporting the best results in city gardening.

**Gardening on the Playgrounds.**—At Elmwood Park, East Orange, New Jersey, about three acres were ploughed and marked for planting and 74 different people planted potatoes. The soil was not of



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the best but all the gardeners worked hard and produced a fair crop. The Board of Recreation Commissioners paid the cost of preparing the ground and furnished seed at cost, each gardener agreeing to contribute one-fifth of his crop to the Red Cross. The cost to the Board was less than the expenses incurred during the previous year for mowing the grass and as there were about five acres left for play no serious interference with the normal activities of this play field resulted. A splendid neighborhood spirit was one of the by-products of this experiment.

At the Oval, the splendidly equipped playground and athletic field of which East Orange is so justly proud, a demonstration garden 20' x 40' was planted in front of the grand stand and the worker in charge gave much helpful advice to many people about soils, planting and the proper care of vegetable gardens. Where flowering plants previously flourished, tomatoes and cabbages were raised, thousands of cabbage plants being sold at a nominal price. The saving on flowering plants and the receipts from cabbage plants and garden vegetables more than met the cost of the gardening.

**State Aid for Gardens.—To**

encourage home gardening throughout the State of New York an arrangement has been effected whereby Cornell University will give \$150 and the State \$100 to aid in the gardening work of any community in New York State which will raise \$100 and engage a full-time worker for the summer.

New York State is bound to do its part valiantly in helping to feed our allies.

**Play Ends and Court Begins.\***—Judge George W. Wagner, the juvenile court judge for Berks county, spoke at the father and son banquet at the Berkshire Hotel last evening and told some of his experiences as a judge in the juvenile court.

"There are 200 boys and girls in the hands of the juvenile court at this time. They are under probation. Ninety or ninety-five per cent of this number are boys.

"I am not here to-night to speak on a theoretical matter, but on a practical matter. When the playgrounds are closed in the winter time the boys come into court. During July and August, when the playgrounds are open, there are very few hearings held. The reason for this is that the organization we

\* Extract from Reading, Pa. Herald

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have here, the playgrounds, takes care of the boys at that period of the year.

"Thus we have a practical demonstration of what can be done. I want to add that during the eight or nine years that I have been the juvenile judge I have yet to see the first Boy Scout brought before me.

"We find that boys that come before us have a disposition just exactly like your boy or my boy. Not ten per cent of the 200 under our care at this time are vicious. They are the creatures of circumstance, and the circumstance generally is the want of proper care."

Judge Wagner went on to tell of the work he had done in finding new homes for boys.

"I remember a case of a boy being brought to court. The father was called in, too. I found that the alleged crime took place on a Sunday afternoon. I asked the father whether he went out with his boy and associated with him. He told me he was busy; that he had his dogs on the mountain exercising them. A boy will follow in the footsteps of the father.

"The requisites for a boy are his home and his associates."

**A Helpful Suggestion.—**  
Elizabeth O'Neill, Philadelphia,

in discussing the subject, The Playground Ball, in *Mind and Body* for February, 1918, says:

"The Physical Training Department of the Philadelphia Board of Public Education has decided to use a smaller size ball, the outer-seam soccer Association Football for all games formerly requiring the use of the basket ball and foot ball. It will be more durable, and being used for all purposes we think it will help tremendously to lessen the problem of discipline occasioned by kicking the wrong ball. We feel the children themselves will get a better idea of proper values, through the contrast between the volley ball and soccer so strongly typifying the strong and the weak.

"We shall requisition for the Philadelphia Schools and Playgrounds three balls, the volley ball, baseball (indoor) and the outer-seam soccer, which we shall call the playground ball, and shall await with interest results to be obtained.

"The following is an extract from a letter from a manufacturer in reply to our request for his opinion of the proposed change:

"Replying to your letter would say the change that you contemplate making of using outer-seam soccer balls instead of bas-

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ket balls, in our judgment is a wise one—it will not only simplify your problem of ordering goods, but it will also be helpful in enabling you to use one type of ball for the different sports such as dodge ball and captain ball.

“There is also another problem that you have not thought of, and that is, the question of price. If you adopt an out-seam soccer ball for general use you will be able to save some money, as there is not as much material used in the manufacture of this type of ball as there is in a basket ball, consequently you would be able to save the difference between the cost of the soccer ball and the basket ball.”

**Ring Ball.**—Edward A. Werner, Houghton, Michigan, has developed a modification of basket ball for use in play rooms where the ceiling is too low for the regulation game. Further information may be secured from Mr. Werner.

**Japanese Neighborhood House Report.**—The report of The Yurin En or House of the Friendly Neighbor shows interesting views of recreation activities which are often, as in the case of the English speaking Dramatic Society, linked with international education. Boys' and girls' clubs, a kinder-

garten, playground, library, Saturday entertainments are among the activities reported by the House.

**First Playground in Lima, Peru.**—The last day of the old year witnessed the opening of Lima's first public playground, equipped for games and sports.

**Alaskan Gardens.**—“Agriculture is being developed through school gardens with very gratifying results. These school gardens may be found in almost every section of Alaska and through this agency not only the interest of the younger generation is being stimulated, but that of the entire village. The energy expended on their gardens will bring especially good returns this year when the prices of food of all kinds are almost prohibitive.”—Extract from the Report of the Governor of Alaska to the Secretary of the Interior, 1917

**A Visitor from Japan.**—Mr. N. Tsukamoto, who has long been connected with the Standard Oil Company, is now on a year's leave of absence spending some time in the United States. He is anxious to study parks and playground systems with a view to preparing recommendations for his own city. He is a member of a Walking Society in Kobe and has been

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interested in planning out paths through the rolling hills just outside of Kobe which would make possible the most beautiful vistas and views. Before the city spreads too far out on the rolling country they want to plan for playgrounds. At first this work will be undertaken by a private organization and when in this way, they demonstrate the value of playgrounds, they hope that the city will take them over.

**Official Organ of Park Superintendents.**—The second issue of *Parks and Recreation*

contains besides many news notes of recreation activities here and there three major articles upon park recreation: Park Recreational Activities by J. R. Richards, giving Chicago's experiences and achievements; Municipal Athletics in St. Louis by Rodowe H. Abeken outlining the development of city-wide football, basket ball, track and field athletics and other sports; and Municipal Golf at Seattle, by Roland Cotterill, describing the beautiful course and the way maximum use of it is being developed.

### Street Play and Its Relation to the Neighborhood Center

RUTH R. PEARSON, Director in Charge, Girls' Activities, Bureau of Parks, Playgrounds and Beaches, Chicago, Ill.

Street play presents itself to recreation workers everywhere as the fundamental and universal problem upon which their work is based, for to know the industrial and social conditions of a given neighborhood is not more essential to intelligent recreation service than to understand the life of its streets. Orderly-minded citizens, vaguely aware of the network of small parks and playgrounds covering Chicago, are occasionally surprised to find small boys running about in vacant lots. "Have we not the finest playground systems in the world?" they ask. "Why, then, should any child be found upon the street?" Such is the experience, I suppose, of every town and city which sees before its eyes the practical working out of some attractive theory. Certain facts refuse to fall as rapidly as expected into the pigeon holes prepared for them, and we find that analysis and questioning must still go on. Recognizing these facts, a systematic investigation was made

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during six months of last year into the spontaneous activities in progress outside the municipal playgrounds of Chicago, as observed and reported by the women assistant directors in each neighborhood. No attempt was made to count the children seen, nor to divide them as to age or sex. The aim was to determine what games were played, what interests occupied the boys and girls under conditions of perfect freedom. The observers, alert to what was going on about them, simply noted, from day to day, each new activity. These reports gathered in monthly and summarized, indicate the range of such activities, their seasonal rotation, and order of popularity in various sections of the city, and show that the street play of children and young people is due not to any one cause, but to many.

### What Are They Playing and How

The presence of street games and neighborhood play, although a phenomenon of great interest and importance, is not necessarily so serious an indictment of the child welfare agencies as it would at first seem. The streets *are* dangerous, for certain types of play especially, such as baseball, kite flying, and tag. These must never be forced into the public highway, for lack of space elsewhere. But, under the most ideal conditions, can it be possible that children, full of the play impulse, will ever confine their activity entirely to the area within the fence line of any playground? One of the main functions of directed play is to enrich the whole life of the child, to give to him his birthright of traditional games, together with high standards of sportsmanship, and to supply him with a fund of play knowledge upon which he can draw at any time, wherever he may be. "Doorstep games," so-called, constitute a distinct group, encouraged by play leaders with the hope that they will be played at home, among parents, neighbors, and playmates, substituting purposeful activity for loafing. The question, it seems, is not—"Are children playing on the streets?" but—"What are they playing, and how?"

To understand the significance of the following study it is necessary to know something of the recreation centers in connection with which it was carried on. Chicago's system of municipal playgrounds has been greatly expanded within the last two years. Through the cooperation of the Board of Education with the Bureau of Parks, Playgrounds, and Beaches, forty school yards have been graded, equipped with apparatus, small field

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houses, and opened to the public as supervised, year-round centers. In many neighborhoods, but not yet in all, the school buildings are in use, during the winter, as community centers, under the control of the Board of Education. The playgrounds, however, are operated by the Bureau of Parks and Playgrounds, each ground being in charge of a director, assistant director (woman), and attendant, appointed under the city civil service. In a few cases active neighborhood associations furnish invaluable assistance in the organization of activities expressing common local interests. The beginnings of a new era of community life can be seen, but, needless to say, many problems remain to be adjusted. With the dedication, during 1916 and 1917, of these forty new centers, the municipal system was brought to a total of 69 playgrounds, 55 of which are in school yards throughout the city. The playground is no longer for the congested district only. In residence suburbs and along the boulevard its appeal is before the people, linking them as never before with the problems and the possibilities of the public school. It is in connection with these grounds, that the question of street play is here considered.

### **Five Types of Street Play**

A classification, with reference to the playground system, of the "neighborhood survey of play activities" conducted during the summer of 1917, tends to establish five main groups, viz: (1) plays and games of little or no organization, which can be played outside as well as in the playground; (2) those which for various reasons cannot be played within the ground; (3) activities carried on under conditions over which the playground can have no control; (4) those confined to the streets because of playground rules, restrictions, necessary discipline and (5) those which should be included in the playground schedule but are not, because of insufficient space, facilities, or leadership.

First, among activities requiring neither supervision, leadership, nor a large number of players, and which therefore can be played as well, from the child's point of view, outside as in the playground, we find, (a) simple imaginative plays, such as horse, dolls, soldier, house; (b) games of individual skill, hop scotch, jacks, marbles, bouncing ball, and quiet guessing games; and (c) group games of low organization, such as tag, hide-and-seek, New York, and a very few of the traditional singing games. Of the 82 distinct activities reported during June-July, the three



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most popular were respectively hop scotch, jacks, and "O'Leary," (a bouncing game),—all games of individual skill, requiring a concrete surface. For such play the sidewalks are convenient, while a playground offers no particular advantage except when tournaments are arranged, as has been done in many grounds. A tournament within the ground, moreover, means increased interest in the activity outside, and groups will be found all over the neighborhood, absorbed in practice.

In the second group, i. e., activities which are impossible or impracticable for playground use, we have two types, (a) the individual occupation involving play apparatus excluded from the ground and (b) the group game of low organization for any reason undesirable within. Examples of the former are: bicycle riding; roller skating; use of pushmobiles, wagons, and hoops; kite flying; batting flies, (with hard ball); "junking" (collecting wood, coal, copper); throwing (stones, snow balls); playing in water and mud, and with the bricks, lumber, and sand about new buildings; making bon-fires and other such pursuits. Among the group games impracticable in many small playgrounds, for lack of space, or because of danger to other children, are: *Run, Sheep, Run; Duck-on-a-rock; Shinney; Peg*. Activities under both these heads appeal to strong, fundamental instincts of childhood, and some part of the time of every normal child is sure to be devoted to them. Kite tournaments and roller skating races have been conducted under supervision of the playground directors, in larger open spaces outside the playgrounds, in recognition of the popularity of these sports.

We come next to the third group, which includes activities carried on under conditions over which the playground can have no direct control. Children are often prohibited by their parents from going to the playground, for fear of injury, or because they are wanted within call, or in order that they may care for younger brothers and sisters near home. These may play any of a wide variety of games, including those above mentioned. Other children may be seen playing along the streets going to or coming from the playground, or while loitering on errands. Moreover, the attractions of the street itself cannot be entirely overcome. Advertising displays, carnivals, "the movies," and commercialized amusements of every sort, over-stimulating and often harmful to the child, appeal to his love of adventure and will not be denied. With these

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the playground competes, and its competition is increasingly successful, as shown by the statistics of attendance.

Among activities of the fourth group, those necessarily confined to the streets, because of necessary discipline within the playground, are included the smoking of cigarettes, gambling, and the unrestricted association of young people, accompanied by "fooling," flirting, and more serious results. The normal desire of boys and girls for social contact, the lure of the theatre, the cheap substitutes it offers in place of the high ideals of life for which they seek, and the tragic outcome of such conditions, have been studied for us by Jane Addams, in her great work, *The Spirit of Youth and the City Streets*. Until we learn to order and control our streets this problem will continue to demand attention. The playground cannot permit gambling and smoking within its bounds, but it can and does overcome, in case after case, the tendency toward these activities, while to provide ample opportunity for wholesome association among people of all ages, should be the one chief aim of every recreation system.

**These Ought  
to Be within  
the Playground**

Finally, by the above process of elimination, we find ourselves face to face with the two important groups of activities, at present carried on largely in the commercial establishments, the large parks and the homes; or in streets, back yards, and vacant lots; which are desirable, have wide social possibilities, and should be a part of the program of every neighborhood center. These include, (a) the few highly organized games, such as baseball, handball, and tennis, which are played outside the playgrounds; and (b) club and group activities of a general nature—talking, storytelling, listening to music, singing, dancing. There are very definite reasons why these are carried on only in a rudimentary way, within the playgrounds. Lack of space excludes baseball and tennis, which will probably always be confined to the larger parks. Competition along such lines can however be organized through the local center, thus encouraging wider participation and use of the more distant facilities. Most important of all, for the development of neighborhood spirit and the crystallization of community consciousness about the common center, are the club and group interests, which bring together old and young. These are at present hampered by the difficulty of access to the school buildings, a difficulty which awaits only the realization among us

## STREET PLAY

of our need. The demand of the future is for the association of citizens, for purposes of civic discussion, participation in music, dancing, dramatics—all the ways of expression which have in them the possibility of development into high forms of community art; and this demand can be met only by perfecting the equipment of the public school, and throwing it open as the people's center.

Street play cannot be considered apart from these all-inclusive problems it opens up. What should our attitude as play leaders be toward the small boy building bon-fires in a vacant lot—toward the small girl absorbed in *Sky-blue* upon the smooth asphalt of the street? We must be alert to distinguish the fundamental character of these activities; to classify them, both in relation to their meaning for the child, and as a commentary on the organized play life of the community. Every street activity is either morally desirable or undesirable. If undesirable we must recognize that here is work to do—a negative expression to be crowded out by the appeal of a positive, constructive one. If morally desirable, the pursuit will fall in one of two groups—either (1) those sports and occupations for some reason not found within the play center, or (2) those which are so popular inside the fence lines that they are carried on spontaneously outside. For some forms of play the streets are very dangerous. To prevent these the only effective method is that of constant public education along "Safety First" lines, combined with ample publicity for all recreation facilities. When this has been achieved, should we not recognize, in group 2 above, proof of the value of directed play; and resolve to bring as many as possible of the activities noted under group 1 within the scheme? A higher type of leadership may be the need. More probably the organization of athletics and games can be improved, to measure up to the standards of child interest, and the active cooperation of neighbors enlisted to make permanent the ideals of sportsmanship attained. Not until all group play about the homes and vacant spaces of a city reflects a spirit of clean, active, joyous self-expression can the play leader ship his oars and sit back against the cushions, and it is the knowledge that this day can never wholly arrive which keeps him, eager, fascinated, at his task.

# STREET PLAY

## SURVEY OF STREET PLAY NEAR 101 GROUNDS

### ORDER OF POPULARITY:

1st—Run, Sheep, Run . . . . .	14	Fish (Fishing,—Fishing, Fish-	
2nd—Bicycle riding . . . . .	12	ing, All Night) . . . . .	3
Playing house . . . . .	12	Playing school . . . . .	3
3rd—O'Leary . . . . .	10	Red Light . . . . .	3
Roller skating . . . . .	9	Statue . . . . .	3
Ball . . . . .	8	War . . . . .	3
Jacks . . . . .	8	Bluebird . . . . .	2
Kites . . . . .	8	Briar Rosebud . . . . .	2
Baseball . . . . .	6	Cheese It . . . . .	2
Hop Scotch . . . . .	6	Dolls . . . . .	2
Minding babies . . . . .	6	Duck-on-a-rock . . . . .	2
Hide and Seek . . . . .	5	Hand ball . . . . .	2
Tag (It) . . . . .	5	Hoops . . . . .	2
Crocheting . . . . .	4	I Spy . . . . .	2
Playing soldier . . . . .	4	Jack, Jack, Show Your Light	2
Pushmobiles . . . . .	4	Jumping rope . . . . .	2
Baby (Bunny) in the Hole . . .	3	Piggy . . . . .	2
Bounce out (Bounce back,		Playing circus . . . . .	2
Come back) . . . . .	3	Sand play . . . . .	2
Clap in—Clap out . . . . .	3	Scrub . . . . .	2
Peg . . . . .	3	Shooting craps . . . . .	2

### Reported once each:

Blind (boys with tree branches  
large enough to hide behind)  
Bonfire and potato roasts  
Bouncing balls  
Buttons  
Colors  
Colors Steps  
Digging trenches  
Ditch  
Embroidering  
Farmer in the Dell  
Follow the Leader  
Football  
Forfeits  
Fox Lost His Track  
Going to store  
Grocery store  
Hand tag  
Hockey  
Indoor ball  
"Junking" wood, coal, iron  
Kelley  
Lagging stones  
Last tag  
Lead Man  
Lemonade-stands  
Marbles  
New York  
Numbers  
1-2-3-4-5-6-7-8  
Paper dolls

### 39 GROUNDS. 101 ACTIVITIES

Singing games . . . . .	5	Imaginative plays . . . . .	15
Games of individual skill . . .	12	Guessing games . . . . .	3
Games of low organization . . .	35	Activities involving equipment	8
Games of high organization . . .	5	Miscellaneous . . . . .	19

Playing fireman  
" policeman  
" school  
" show  
" store  
" Red Cross nurse (in  
caps)  
" robber (goal for jail)  
" with mechanical toys

Pies  
Prove It  
Ring around A-Rosy  
Selling lemonade for Red Cross  
Shaking dice  
Stingo  
Stones  
Stoop tag  
Shuttle Relay  
Tip, Tap the Iceman  
Taking car numbers  
Tapping for white horses  
Teacher  
Telling stories (original)  
Ten Steps  
Tennis  
Time  
Three Dukes  
Wheeling go-carts  
Tricycles  
Washington

## A Thrift Stamp Contest

ARTHUR LELAND, B. P. E., Templeton, Massachusetts

Promoting the sale of thrift and war savings stamps may be made a most valuable adjunct to the war recreation program of any town or city. Recreation directors understand the details attending the organization of competitive contests. That a stamp contest run like a baseball league can be made a wildly hilarious game is shown by the experiment worked out in Templeton, a little village of 400 souls up in the hills of Massachusetts, not far from Camp Devens.

The Camp Fire Girls challenged the Boy Scouts to this contest which resulted in twenty-eight boys and girls selling the equivalent of 3524 thrift stamps in twenty-eight days, bringing in \$881 for the government. The contest started in a raging blizzard, was followed shortly by a workless week and workless Mondays which reduced the available funds of the community. The trolley system was buried in snow for two weeks so that the fathers of the children were obliged to walk twelve miles to and from their work in the next village, the children walked to school where formerly they had ridden. None of these obstacles dampened the enthusiasm with which the contest progressed and the children's zeal and achievement suggests the query, if twenty-eight boys and girls can sell 3524 stamps in twenty-eight days under such conditions how many could the twenty million school children of the country sell in seasonable weather?

The challenge was presented with a bit of pageantry which did much to stimulate and maintain interest. The Scouts are at ease by their camp fire; the girls, friendly tribes of Indians, arrive on snow-shoes after a long trip from Washington and their leader sounds the following call to arms:

"Harken, Oh ye Scouts; I Wilnitahnie of the Kenesto Camp Fire Girls bring tidings and a challenge.

"Ye have heard of the great war, of the Huns, devastaters of homes, destroyers of firesides, murderers of women, slayers of children. Our Great White Father at Washington has spoken to us his children. He tells us that peril approaches our beautiful shores, nay is here already, stalking among us. Our enemy is as numerous as the leaves of the forest and as ruthless as the cold

## A THRIFT STAMP CONTEST

north wind. Our own homes and camp fires are threatened. Already our braves, our warriors, our brothers are on the war path.

"That they may have food and clothing and weapons wherewith to fight, our Great White Father has spoken and bids that his people lend to him of their treasure and wampum that he may make his and our warriors invincible. Can our protectors turn back the savage foe with much brave talk? Shall they go forth to fight empty handed? No! Not while the Camp Fire Girls and Boy Scouts can help!

"Our Great Chiefs at Washington have said that two billion dollars must be saved and loaned to the government that our braves and warriors may go prepared to meet the foe and keep him away from our homes. This means that \$16.50 must be secured for every man, woman and child in the country.

"You scouts have in times past done noble work selling liberty bonds; we the Kenesto Camp Fire Girls hereby challenge you to a friendly contest in selling Thrift Stamps, and as a token of this challenge—as is the custom among our tribes we hand you this bundle of arrows—see they are peace arrows and blunt signifying that this contest is to be a friendly one.

"I hold here a bundle of war arrows—pointed and sharp, the color of blood, tipped with death. These are for the Huns should they ever land on our shores.

"'Keepers of the Arrows' shall be those who win this stamp contest. The band which sells the most stamps shall be deemed bravest and best fitted to hold this trophy of war to the death against the time when our country may call even us Camp Fire Girls and Boy Scouts to defend with our lives these shores of 'the land of the free and the home of the brave.'

"Accept ye this challenge or look we for others more worthy of conquest.

"If ye accept choose now two chiefs who with your worthy Scoutmaster will meet with two of our chosen ones and our Camp Fire Guardian and arrange for the details of the contest."

### SCOUT REPLY

"Listen, oh ye Camp Fire Girls and brother Scouts. Are we chicken-hearted children that we should fail to answer the call



## BACK YARD AND VACANT LOT GARDENS

of our Great Chief at Washington? When patriotism calls a Scout is loyal.

"Shall we acknowledge ourselves defeated without an effort by refusing to meet the Camp Fire Girls in this contest? Shall we thus brand ourselves as craven?"

"Oh no; rather will we be 'Keepers of the Arrows.' Never fear, little girls, look well to your laurels, ye have men and braves and loyal Scouts to meet—not children busy with their toys.

"I move that we accept this challenge and proceed to nominate two captains."

The Guardian and Scoutmaster then purchased stamps at the post office. The postmaster furnished a bulletin board and arranged to keep the score of individuals, teams and organizations in the office. Owing to the blizzard the boys got a "head start," only two of the girls who owned snow-shoes being able to travel through the drifts. Three days before the end of the contest the girls were eight points ahead. The boys were in mortal terror of defeat all the time but finally won out by 68 points, therefore demonstrating themselves to be "Keepers of the Arrows." Honors however were divided as one of the girls' teams was 176 points ahead of the highest Scout team; the girls also claimed the best individual score, Bernice Brooks having sold 501 stamps, 77 more than the highest Scout record. One of the boys said, "the contest is the most excitement that every struck the town." The girls said it was worth all the effort to give the boys such a scare.

## Back Yard and Vacant Lot Gardens A National Necessity

Mr. Charles Lathrop Pack, President of the National Emergency Food Garden Commission, in an article in *The Outlook* entitled *A Munition Plant in Every Back Yard*, points out the seriousness of the problem indicated in the statement that 600,000 men trained in farm work have gone into active service in the army or navy. This must inevitably mean that 1918 will show a more serious shortage of farm labor than did 1917 when the supply failed to meet the demand.

With this handicap in sight, the back yard and vacant lot garden becomes more than ever a war garden and a national

## *BACK YARD AND VACANT LOT GARDENS*

necessity. The only solution of the food problem—since no scientist has ever yet discovered a substitute for food—is an increased production. To make this possible, the home gardeners of America face 1918 with a responsibility far greater than that with which they set about their work last season.

There are a number of factors, Mr. Pack points out, which play important parts in the program. The first is the necessity for the conservation of transportation. As far as possible all food should be grown in the immediate neighborhood of the place of its ultimate use. This involves the cultivation of food gardens at every home and on every inch of vacant land in the neighborhood of cities, towns and villages. Last year the National Emergency Food Garden Commission reported the existence of nearly 3,000,000 gardens in yards and vacant lots. This year to meet the increased needs there should be 5,000,000.

A second factor, and this a very favorable one, is the national daylight saving scheme recently adopted. This simple plan of turning the clock forward and starting the day's work an hour earlier during the summer months, will give an extra hour of daylight for the cultivation of the soil. This will give the 1918 war gardeners a great advantage over 1917's experience.

The fact that home gardening has come to be regarded as the gift of a patriotic people to a nation in need, gives added force to the service and provides the needed stimulus. The motive power provided by the impulse of patriotic service is strengthened by the feeling that war gardening is an enterprise of individual benefit. Through gardening activities Americans in hundreds and thousands of households have learned new lessons in the joy of living. Last year's excursion into home gardening was to many a voyage of discovery in the delights of the table when supplied with vegetables freshly gathered from the home garden. It was also a journey of exploration through a land of new helpfulness and strength revealed through the medium of outdoor exercise.

Because of a number of insurmountable difficulties in the way of securing food from other nations, America is the one country upon which the Allies may depend for the feeding of their armies and populations. To enable America to do its share our home gardeners must recognize that they are war gardeners and therefore vital to the success of the armies. They must produce food stuffs on a tremendous scale with the incentive that

## GARDEN SONG

unending industry on their part will be the price of world-wide freedom.

It will be none too much if two or more war gardens are made to grow where one grew before. By the same logic there must be universal application of the simple principles of home canning and drying of vegetables and fruits. Last year the households of America produced a winter supply of canned goods amounting to more than half a billion jars. This year they must make it more than a billion.

Neutrality in the food question is as impossible as neutrality in the war itself. In the great conflict we shall win or lose according to our solution of the food problem. Let us then plant gardens as never before and grow munitions at home to help win the war.

### Garden Song

(Written to the tune *Over There*)

Johnnie get your hoe, get your hoe, get your hoe;  
Mary dig your row, dig your row, dig your row;  
Down to business girls and boys,  
Learn to know the gardener's joys,  
Uncle Sam's in need, pull the weed,  
plant the seed,  
While the sunbeams lurk do not shirk,  
Get to work,  
All the lads must spade the ground,  
All the girls must hustle round.

#### *Chorus*

Over there, Over there;  
Send the word, send the word over there,  
That the lads are hoeing, the lads are hoeing,  
The girls are showing ev'rywhere,  
Each a garden to prepare,  
Do your bit so that we can all share,  
With the boys, with the boys, the brave boys,  
Who will not come back 'till it's over,  
Over There.

## GARDEN SONG

Do you like it? It is the "Spring Song" of the South which is going solid for the United States School Garden Army.

The enthusiasm started in Kentucky with parades at Lexington, one for white children in the afternoon and another for colored children in the morning. Martha Washington and Thomas Jefferson, both seven years old and colored, were in the morning parade.

The Louisville parade was a marvel of floats and banners and it started things going. The enlistments are coming in so fast that a dozen recruiting sergeants are kept busy all the time.

Texas has grabbed the idea as if it were a new scheme to develop a whole new state full of oil-wells, and on April 8th there were 60,000 actual enlistments with hundreds pouring in.

Alabama is as enthusiastic as Texas, Birmingham having started with an enrollment of 15,000 children in one day. Tennessee is falling in with an enlistment so big that they have not been able to count it, while in Kansas 400,000 children are clamoring for the green ribbon badge of the Garden Army. California is leading the Far West with her magnificent enrollment.

The organizers sent out by the Department of the Interior are going all over the country, millions of children are ready to fight in the Home Garden Army. It is Secretary Lane's idea to have five million boys and girls of the schools in every city, town and village in the country, captained by 40,000 teachers, to produce as nearly as possible all the vegetables and small fruits necessary for their home consumption.

The President approves the design of Secretary Lane to arouse the school children of the United States to "as real and patriotic an effort as the building of ships or the firing of cannon:"

My dear Mr. Secretary:

I sincerely hope that you may be successful through the Bureau of Education in arousing the interest of teachers and children in the schools of the United States in the cultivation of home gardens. Every boy and girl who really sees what the home garden may mean will, I am sure, enter into the purpose with high spirits, because I am sure they would all like to feel that they are in fact fighting in France by joining the home garden army. They know that America has undertaken to send meat and flour and wheat and other foods for the support of the soldiers who are doing the fighting, for the men and women who are making the munitions, and for the boys and girls of Western Europe, and

## WHAT CAN BE DONE IN UNPROMISING PLACES

that we must also feed ourselves while we are carrying on this war. The movement to establish gardens, therefore, and to have the children work in them is just as real and patriotic an effort as the building of ships or the firing of cannon. I hope that this spring every school will have a regiment in the Volunteer War Garden Army.

Cordially and sincerely yours,  
(Signed) WOODROW WILSON

## What Can Be Done in Unpromising Places

A citizen of California offered a small prize to the Congress of Mothers and Parent-Teacher Associations of the State to be awarded for the best report of actual work accomplished in providing recreation during one year.

Reports came from far and near, throughout the length of California's seven hundred miles. What these noble workers whom no one will ever hear of are doing for their communities ought to make a shining page for history. To start or to stimulate such effort is worth the cost of the prize and the labor of deciding the award, in any state.

One school decided to raise \$100 for a play leader for the summer months. Most of it was amassed by saving and selling old newspapers. One little girl nine years old brought in 200 pounds. An operetta given to make up the deficit increased the sum to \$122.30 instead of the goal of \$100.

One school worked on backyard play; another carried on a campaign of newspaper publicity regarding the neighborhood center until the stay-at-homes, fathers and mothers, were so curious they had to come to see what it was all about.

A series of luncheons for the discussion of better recreation conditions and a flower and plant show represented one school's activities. The flowers were sent to hospitals after the exhibit.

A school band was established with fifty-four dollars raised by an entertainment.

A recreation committee raised twenty dollars which was turned into sand-boxes and other playground apparatus by the manual training class. A colonial dance, all of the dancers in costume, giving the dances of the period, was a delight to this same group.

## FOURTH OF JULY PROGRAM

Another school gave a dance for its alumni and afterward enlisted them as volunteer assistants to the play leader, so that the play of the district was vastly increased. The mothers' club responsible for this activity also provided chaperons for smaller group dances which grew out of the neighborhood center dances.

And, lastly, the prize winning association seemed almost to combine all these things. The report came in in two parallel columns, "What We Found," and "What We Did." They "found" little—not even enthusiasm—but they brought that. They raised an ungraded school to a graded school. They obtained an extra tax levy, secured \$165.00 toward the salary of an additional teacher, remade the library and bought fifty new books. They installed two drinking fountains. They bought a gramophone and a player-piano. Equipment provided, they began to make good use of it. A recreation afternoon was celebrated each week, with stories, folk dances and games. Fortnightly dances were held for the young people and a musical afternoon for the children. The school became a real neighborhood center—and life became so much the more worth the living.

## Fourth of July Program

JOSEPH LEE, President Playground and Recreation Association of America, Boston, Massachusetts

8:30-9 or 9-9:30—Flag raising on local playgrounds for all

9-11—Games on local grounds for young children (Boys—12; Girls—16)

Games on larger playgrounds for middle-sized boys (12-17)

Athletic sports, rowing for young men: Watch and participate in games. Watch sports for girls over 16 and grown-ups

11-12:30—Boy Scouts and games on local grounds for young children and middle-sized boys. Games for young men. Exercises might be local as well as central.

2:30-4—Military and other band concerts



## FOURTH OF JULY PROGRAM

4-5—Our Allies and Liberty (see special program)

5-6—Folk dancing—Band Concerts

7-10—Singing, Colored Lights, Fireworks (?)

Everybody, so far as possible, should appear, especially at the Allies and Liberty ceremony, in costume or with a special ribbon, cap, or uniform of some sort—not elaborate, but such as can easily be prepared in the home.

The folk dancing should not be spectacular but for the fun of the dancers themselves. Special spaces might be set aside for each nationality.

### THE DEFENDERS OF LIBERTY

Special Feature for the Fourth of July

#### *Setting*

A Statue of Liberty with a good-sized platform in front and at the sides with broad steps leading up in front. The statue may be only a board but if it is made like the Liberty in New York Harbor everybody will know what it is meant for. A good sculptor could be engaged to make it. There should be a broad open space, for soldiers and others to march in, leading up to the front of the platform. A trained military band and civilian chorus should be seated on each side of the platform and behind the statue.

#### *Ceremony*

Unveiling the statue

Soloist and chorus sing *Columbia, Gem of the Ocean*.

Soldiers representing Serbia and carrying the Serbian flag march up in front of the platform. The sergeant with the colors and a small escort march up on the platform and form with the flag in front facing the people.

The bugle plays the salute to the flag.

A soloist and the chorus sing the Serbian national song.

The sergeant with the flag and two of his escort retire to a

#### FOURTH OF JULY PROGRAM

position abreast of the statue at the side of the platform towards the spectators' right.

The other Serbian soldiers and representatives take up a position prepared for them, preferably where they can be seen by the audience.

The same ceremony is performed by representatives of our other allies, or as many of them as can conveniently be represented, in the order of their entrance into the war, namely: The French, Belgians, English, Japanese, Italians, Roumanians, Chinese. The Poles should be represented even though they are not a nation.

Those taking part in each case should, if possible, include veterans and people in native costume.

The flags should be placed in the order of their entrance, from right to left, making a semi-circle in front of the statue.

An announcer with a megaphone should announce: "Serbia comes to the defense of Liberty." The other Allies are announced in the same way.

Enter America.

The flag should be carried by a Grand Army veteran escorted by a Revolutionary soldier on one side and a Spanish War veteran or one of the present army or navy on the other. The rest of the escort should consist of representatives of the present army and navy.

When the flag is presented, the people should rise and say together with the announcer leading:

"I pledge allegiance to my flag and to the Republic for which it stands; one nation, indivisible, with liberty and justice for all."

Chorus and people sing together *The Star Spangled Banner*.

After all the flags have been presented and lined up in front of the statue there should be some ceremony of holding the flags together in a clump in front of the statue with their staves crossed.

Bugle call salute to the flag.

A soloist sings the verses of the *Battle Hymn of the Republic*, all the people joining in the chorus.

All rise, the flags are placed up against the statue, and the sergeants who held them retire to the back of the platform on each side of the statue.

The bugle sounds the retreat.

## Community Singing\*

How *can* we sing? The autumn leaves are falling on a few little mounds in France, and brave little robins stand sentinel over our boys' last sleep.

How *can* we sing? A little widow walks down the aisle and takes her place in the family pew, two little tots with her looking for the Daddy who will come back no more.

How *can* we sing? Harry Lauder, the prince of comedians, sings to ten thousand soldiers and in the soil of France rests his only son, the bravest of Scotland's bravest.

And yet I want to hear America singing; for can't you hear the tread of many feet, the endless tramp, tramp, tramp, of a myriad heroes who, with laughter in their eyes and a song on their lips, gave their lives in noble and triumphant sacrifice on the Altar of Liberty?

I want to hear America Singing; for there is heard in the land the tramp, tramp, tramp of a hundred thousand men, from the North, the South, the East and the West, journeying as the Crusaders of old to rid the Earth and Mankind of the Arch-Enemy and to establish in glorious victory Truth and Liberty.

I want to hear America Singing; for in palace and tenement, in residence and homestead are the stifled sobs of the mother, the faltering voice of the father, the furtive look in sweetheart's eyes—and we must sing comfort into their hearts and cheer into their lives. America must sing—for we are in the throes of a mighty conflict that is shaking our country to its very foundations; sifting and searching the hearts of men; toppling over mercilessly conventions and castes, bringing humanity to the very primitive—America is being born again; and from the dark valley of the travail of her soul, America must ascend strong, stalwart, noble, and stand on the hill-tops Singing, Singing, Singing.

Community Singing indeed! Do you not remember the Shepherds in the fields of Bethlehem, guarding their sheep by night, when lo! "there was with the angel a multitude of the heavenly host praising God and saying"—you know their song—and oh! only to hear the New America, purged of all that is

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Extract from address given by J. R. Jones, Director Kansas City Choral Union, published in the *Musical Bulletin*

## *JOE SIMPSON, JR., TAKES IT UP WITH THE ALDERMAN*

selfish and vain and filled to the brim with all that is finest and best, singing until the mountains echo back the refrain, "Glory be to God in the Highest and on Earth Peace, good will toward men."

And may I add, that the nation that produced Beethoven, Bach, Wagner and Strauss (to mention a few) is a nation worth saving, though it cost America its last man and last dollar. Long after the Kaiser and his brood have mouldered to dust in their ignoble graves, the mighty soul of Beethoven shall stand a beacon light to the music ensemble of the universe. We are not at war to annihilate Germany; we are shedding our blood to free her from her cruel bondage that is crushing the life-blood out of every soul.

Today we must stand as one people—united solid. And what power on earth can compare with the power of song to stir the souls of men? To bring them together on common footing? What more conducive to our solidarity than the Community Chorus where the trained and untrained, the small voices and the large, the rich and the poor alike can mingle together in one grand cheerful song of hope?

You know of Premier Lloyd George? When that brilliant soul wanted to rest his fragile body awhile, where did he go? To the Welsh Eisteddfod where 10,000 sang his favorite hymns and brought Heaven down to Earth, that he and they might quaff from the holy chalice of the Eternal Trinity, Power, courage and unflinching determination to sacrifice their all, that God and His Righteousness might prevail in the Earth.

Can't you hear America singing?

### **Joe Simpson, Jr., Takes It Up with the Alderman\***

Joe Simpson, Jr., of Chicago, Illinois, believes in taking off his coat and wading in and doing things. He knows that when you want to accomplish a thing you must got to the front and take the matter up with the persons who have the say-so.

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\* Courtesy of Chicago South Side Weekly Times

## *JOE SIMPSON, JR., TAKES IT UP WITH THE ALDERMAN*

Joe, in common with nearly every other boy and girl attending school, wants a playground in the school yard. At the present time there is a proposition being put forward to abolish school playgrounds.

This matter will come up in the City Council, and Joe Simpson thinks that Alderman Nance of this ward should be fortified with all the information possible on the subject, that he may resist, if he is so inclined, the taking away of the pupils' playground.

In a manly, well-written letter, Joe, who lives at 6120 Michigan Avenue and is a scholar in Room 300 of Carter Practice School, writes to Alderman Nance as follows:

"Dear Sir: A discussion has recently arisen over our school playground, whether or not it should be retained. For the health and enjoyment of our little children and, yes, our larger boys and girls, it must be retained.

"What is better for a child after being indoors all day than to go to the playground and enjoy himself in the fresh air? Here is where there are so many things that interest him that he never tires of them, and whenever he gets a chance after school (after doing his chores at home), he immediately starts for the playground, where he is welcome. This also takes the worry from his mother, because she knows when her boy is at the school playground, he is under the watchful eyes of the directors, and not in mischief, as he usually is at home.

"Now, if our playground is taken from us, it means the children, large and small, will either be boxed up in the houses or will seek other means of fun and play in the dangerous streets, where automobiles and wagons are liable to injure them at any moment, or in the dirty alleys, or some other place even more dangerous. All this is prevented by the playground—'the joy of the children.'

"Our playground has a reputation all over the city for its wonderful activities in all sports such as swimming, skating and baseball; this adds to the popularity of our school so therefore if we lose the playground we lose one of the most important links in our school system.

"In reference to the sports played on our grounds, 'fairness in play' is one of the most important points taught us by the experienced directors. In being fair while playing on the school

## NOT EVEN THE REPORTER COULD SWEAR

playground, when the children grow up they will naturally be the same in their dealings with other people in the business world, thereby being made better citizens. All this is brought about through our playground which we are now fighting for.

"Now, Alderman, if these points are gathered together and thought over as they should be, you will firmly believe in your own heart, as I do, that any person who would do such a thing as take away the children's pleasures and rights is cold-hearted and unfair and never takes into consideration that he was once a child.

"Hoping when this playground question is brought up in the City Council you, as our representative, will use your influence in saving the playground for us, I remain,

"Very truly yours,

Joe Simpson, Jr.,

"Room 300, Carter Practice School"

## Not Even the Reporter Could Swear

Last summer, in a city somewhere in Massachusetts, the Superintendent of Schools made up his mind that something must be done for boys. There were playgrounds, to be sure, but they did not help the situation so far as older boys were concerned because there were no men employed as play leaders.

He succeeded in convincing the Mayor that he must have an extra \$300 for this particular work and employed two good men whom he put on playfields at opposite ends of the city. These playfields were beautiful areas, but used comparatively little for sports. One of them, in particular, was a sort of loafing place for the gang of the neighborhood.

After the advent of the play leader, a change began to take place, instead of a group of loafers, hanging around the place, there were usually four or five ball teams out on the field. Because the play leader tabooed smoking and swearing among the players, the fellows decided "to quit" rather than to give up the sport. One day something happened that gave every fellow on the ground a new idea. A ball disappeared. The play leader lined the boys up.

"Look here, fellows," he said, "the boy that stole that ball



## *MAKE THE PLAYGROUND BEAUTIFUL AND USEFUL*

didn't steal it from me, and he didn't steal it from Mr. X. (the Superintendent of Schools). He stole it from you. Why don't you get it back?"

The ball was recovered in short order. One other offense of the kind was committed, but the offender was pursued nearly a half mile by a crowd of angry boys, who not only demanded the purloined property but gave the culprit a good drubbing.

So marked was the change in the neighborhood that people began talking about it, and one morning a young reporter walked into the Superintendent's office and asked for a story. Mr. X told him at length about the work that the young men had done on the playfields and spoke particularly of what had been accomplished in regard to swearing and smoking. The reporter was more than skeptical; he said frankly that he did not believe it. Finally, he agreed to go up to the field, get into a game with the boys—no one would know him—and see for himself.

The next morning he appeared again at the Superintendent's office with this report: He had gone to the playfield, as he had agreed, and had started to play baseball. In the course of the game, a good swift ball struck him fairly and squarely on the ends of his fingers. Before he thought, out slipped a full-sized oath. The next minute, he was electrified by this chorus, "Say, if you're going to swear, you gotta get off the field! There ain't no swearing allowed here!"

"I just came to say, Mr. X, that I take back what I said yesterday," remarked the reporter. "There isn't any more swearing on that playfield!"

## **Make the Playground both Beautiful and Useful**

GEORGE H. MILLER, Town Planner, Boston, Mass.

The means of making a playground attractive are usually the grading and surfacing of the ground, the design and location of architectural features, accessories and apparatus, and the arrangement of trees, shrubs, vines and flowering plants. The latter, the horticultural materials, are especially to be desired because they add the aspect of nature with its attending influences.

## *MAKE THE PLAYGROUND BEAUTIFUL AND USEFUL*

Being growing things, with life that is easily destroyed, they require care and sympathy and develop consideration that is desirable. No right-minded person ever condemned a love for flowers. The flower bloom creates an ever-changing interest on the part of the children that cannot be other than beneficial. Horticultural material when properly arranged not only provides beauty, but also provides shade, defines travel ways, forms divisions of the grounds and often holds sliding soils. When arranged with nicety it is the most important element in beautifying a playground and often increases the taxable value of adjacent residential property many times its own cost. Certain it is that children are wont to carve the bark of trees, make new paths and break through shrub groups. But children may be taught one thing or another, and the durability of plant growth is often increased by the watchfulness and interest of a competent playground instructor. Children should be taught the names of plants. Wire fencing run through shrub groups in a way to be inconspicuous is a helpful protection, while signs here and there as needed will suggest to children their duty, but an unusually effective protection is to edge the shrub groups with varieties having thorns and prickles that act as reminders in their own peculiar way.

In St. Mary's, Elk County, Pennsylvania, there is a playground consisting of about three acres and having an average attendance of five hundred children three times a day, in the evening under artificial flood light. It is divided into three distinct parts, the athletic field, the children's playground and the little children's portion. These parts are separated and defined by masses of trees and shrubs through which pass connecting paths. The entrances are marked by massive vine-clad stone posts, the paths follow attractive curving lines and shrub groups form naturalistic borders guiding the traffic.

The entrances are at the corners to accommodate diagonal traffic across the park by leading it around the athletic field; this circular path is used also on occasions as a running track. The field was graded to almost level, thus leaving sloping banks at one end where spectators of games may lie in the shade.

Overlooking the field and on its axis is a pavilion providing shelter and storage space. The secluded lawn areas on either side are the little children's portion, where there are sand boxes, and seats in the shade for the mothers.

## BOOK REVIEWS

The children's playground is almost level land and contains the drinking fountain, swings, teeter-totters, glide-for-life, merry-go-round and other apparatus. The space is very shady and tan-bark has made a delightful compact, dustless floor where the grass is worn.

The town has seven thousand inhabitants and this first playground is used to capacity. Its popularity is stimulating a movement for other playgrounds with opportunity for other features. The town inherited the land and the cost of improvements was about five thousand dollars, raised by subscription through the efforts of the Village Improvement Association of which Mrs. Frank A. Kaul was the President. In the design of improvements special stress was put on the matter of planting. St. Mary's has a model playground for a town of its size and has contributed a practical demonstration of the value of a playground that is fully useful because it does not lack being beautiful.

## Book Reviews

### THE SPIRIT OF THE NEW ARMY

By Joseph H. Odell. Published by Fleming H. Revell Company, New York. Price \$1.25

How the Government is keeping America's splendid one hundred per cent manhood at the one-hundred per cent level of efficiency—something no other nation has done—through the Commission on Training Camp Activities of the War Department is graphically told in this first book, the first that has been written of the non-military phase of the soldier's training. It has a preface by Secretary of War Newton D. Baker, in which he says:

"When this war is over and the men and women of America have had an opportunity to obtain a perspective on its conduct and results, there will be an adequate appreciation of Dr. Odell's statement about Camp Hancock: 'I would rather intrust the moral character of my boy to that camp than to any college or university I know. This does not cast any unusually dark shadow upon the educational institutions of the country, but they have never possessed the absolute power that is now held by the War Department.'

"These chapters interested me greatly. . . . In them I found complete understanding of the work of the War Department Commission on Training Camp Activities. The scope of the Commission's activities is even wider than indicated here and its work is growing rapidly. Special library buildings have been built at the camps, and the American Library Association has undertaken the work of conducting them. Camp theatres seating audiences of three thousand have been erected and the men are

## BOOK REVIEWS

enjoying the best theatric performances at prices from 10 to 25 cents. Eminent actors and managers are cooperating with us in this field.

"Cooperation indeed has marked the work of the Commission on every turn. Americans acknowledge their debt to the soldier; they believe in him, and in return the soldier believes in his mission. For a succinct statement of the value of this work I cannot improve on what Dr. Odell says:

'If Germany should crumble before these men should get into action, if we have lavished billions of dollars to train men for battles they will never fight, yet the money has been well spent, and I consider it the best investment in citizenship that the country could have made.'

In his book, Dr. Odell shows an amazing intimacy with army life and traditions which he gained while he was chaplain of a Pennsylvania regiment, a post which he held for ten years. Dr. Odell is now a special writer for *The Outlook*. He was formerly editor of the *Scranton Pennsylvania Times*, and later an editorial writer on the *Philadelphia Public Ledger*. His home is in Troy, N. Y.

### PHYSICAL TRAINING METHODS FOR THE SCHOOL ROOM

By Ruth M. Bailey, Physical Director State Normal School, Geneseo, New York

The latter part of this booklet contains suggestions for story plays for younger children which might be the basis for valuable play activities in the hands of a leader with real play spirit.

### BUGLE CALLS OF LIBERTY

By Gertrude Van Duyn Southworth and Paul Mayo Paine. Published by Iroquois Publishing Co., Inc., Syracuse, New York. Price, sixty cents

While intended as a school reader, this book will be useful in many ways in the playground and recreation centers, for it gives the great speeches of the present day which are not easily available for group use. Viviani, Lloyd George, Woodrow Wilson and Robert Lansing are represented, besides the more usual patriotic selections.

### COMMUNITY DRAMA

By Percy Mackaye. Published by Houghton Mifflin Company, Boston and New York. Price, fifty cents

"What the world is waiting for is a method \* \* \* for creating the international mind." This method, the author believes may be largely found in the development of Community Drama. "Community Drama is the ritual of democratic religion \* \* \* the social religion of the only commandment of Christ: *Neighborliness*." Mr. Mackaye has reason for the faith that is in him through long experience in the actual operation and effects of Community Drama. He gives poignant instances of the meaning of such drama in the lives of the participants.

### MUNICIPAL PLAYGROUNDS OF NEW YORK STATE CITIES

Report No. 257. Data gathered by the State Bureau of Municipal Information of the New York State Conference of Mayors and other city officials. Published by Public Affairs Information Service, man-

## BOOK REVIEWS

aged for cooperating institutions by H. W. Wilson Company, New York City

Information as to the number, cost, administration of playgrounds is given. In answer to the question, "What are results of any effort you have made to determine whether playgrounds reduce juvenile delinquency?" while many answer, "No investigation made," a goodly number indicate the faith that is in them. Binghamton answers "about sixty per cent according to humane officer. In large playground in Johnson City available for Binghamton children, about ninety per cent." Buffalo declares that the judge of the juvenile court states there is a noticeable decrease in juvenile delinquency in sections, where playgrounds have been established." Rochester reports, "General decrease in the pilfering of freight, to such an extent that the New York Central has allowed city to use their grounds for play purposes."

### POLITE AND SOCIAL DANCES

A Collection of Historic Dances. Compiled and edited by Marie Ruef Hofer. Published by Clayton F. Summy Company, 64 East Van Buren Street, Chicago. Price, \$1.00

A really remarkable number of dances little known or incorrectly known are given their traditional form in this volume. The introduction sketches the history of dancing from early Egyptian forms to present-day American. The author looks for the subjective meaning of the dance, the emotional values, the state of mind it interprets. "The close connection between present-day social reform and good form is leading us to search into the recreational interests of the people, only to find therein most vital analogies to the moral life. The history of the dance is a history of social expression of all times and of all classes of men and as such should hold some place in education."

### THE SONG PLAY BOOK

Compiled by Mary A. Wollaston. Edited by C. Ward Crampton, M.D. Published by A. S. Barnes Company, New York and Chicago, 1917. Price, \$1.80

Fifty song plays, used and tested for years in the New York Training School for Teachers, are presented. They have been selected with the idea of giving as much vigorous exercise as possible in proportion to the singing. They are especially suitable for the first three grades of the public school. Dr. Crampton, in his introduction to the work points out that "One of the most valuable features of the work is Miss Wollaston's unique and definite form of presentation, which, while preserving intact the natural tone of the invaluable traditional spirit, yet brings to bear the latest and best in education." *Looby Loo, The Muffin Man, Jolly Is the Miller* are all present, as well as others not so often used.

### CITY PLANNING PROGRESS, 1917

Compiled by the Committee on Town Planning of the American Institute of Architects. Edited by George B. Ford, assisted by Ralph F. Warner. Published by the Journal of the American Institute of Architects. The Octagon, Washington, D. C. Price, \$1.50



## BOOK REVIEWS

The data covers what has been accomplished, or is projected, in all cities of the United States of over 25,000 inhabitants, and in a few cities and towns where the population is smaller, where the work is of special interest. The status of the park and playground system is indicated in many cases. The material is not copyrighted as the committee desires to make it as widely useful as possible.

### THE THEORY AND PRACTICE OF EDUCATIONAL GYMNASTICS FOR BOYS' AND GIRLS' HIGH SCHOOLS

By William A. Stecher. Published by John Jos. McVey, 1229 Arch St., Philadelphia, Pennsylvania. Price, \$1.25 net

The material given for use with boys and girls is divided into five parts: I. Tactics. II. Free exercises. III. Rhythmic steps. IV. Games, track and field work and V. Apparatus work. Dodge ball, captain ball, battle ball and volley ball and later baseball, soccer, hand ball, basket ball and tennis are recommended for boys and for girls, with the exception of soccer and hand ball. Emphasis is laid throughout upon the importance of developing a vigorous, natural outdoor life, with skating, canoeing and other sports in season.

### FOLK DANCES OF BOHEMIA AND MORAVIA

By Anna Spacek and Neva L. Boyd, of the Recreation Department, Chicago School of Civics and Philanthropy. Published by Saul Brothers, 626 Federal Street, Chicago, Illinois. Price, \$1.00

Another of the series of books of national dances compiled by Miss Boyd in collaboration with a native of the country represented gives a large number of dances previously little known. These dances are translations from the work of Miss Nemcova, who secured them from Miss Steyskal, for many years director of an orphanage in Bruo, Moravia. Miss Steyskal went out among the people and collected the dances. All royalties from the sale of the present volume are to be presented to the orphanage in Moravia.

### THE PLAY MOVEMENT AND ITS SIGNIFICANCE

By Henry S. Curtis, Ph. D. Published by The Macmillan Company, New York. Price, \$1.50

The author recognizes five tendencies in the play movement in America today: that usually thought of as the play movement the effort to provide space for children's play; school play as an organized factor of the curriculum; the effort to provide more adequately for children below school age; public recreation; and the movement "not for the rebirth of play but of the spirit of play." Each of these phases is discussed. Especially noteworthy is the description of typical public recreation systems, as those of Los Angeles, Chicago, Philadelphia. Perhaps the author lays more emphasis upon the importance of school play as the solution than all leaders in the play movement would be willing to do, but the description of the successful experiment at Gary gives food for thought.

In his summary, *What Is the Cost*, Dr. Curtis says: "It is often said that education is necessary but play is a luxury. Neither education nor recreation is necessary to existence, as is proved by history, but both education and recreation are necessary to the larger life of the spirit."





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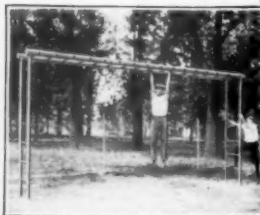
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Of THE PLAYGROUND, published monthly at Cooperstown, N. Y., for April 1, 1918

State of New York, }  
County of New York. } ss.

Before me, a Notary Public in and for the state and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of THE PLAYGROUND and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, Playground and Recreation Association of America, 1 Madison Ave., New York City; Editor, H. S. Braucher, 1 Madison Ave., New York City; Managing Editor, H. S. Braucher, 1 Madison Ave., New York City; Business Manager, H. S. Braucher, 1 Madison Ave., New York City.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock).

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H. S. BRAUCHER,  
Editor

Sworn to and subscribed before me this 9th day of April, 1918.

(Seal)

MABEL M. GLASSEY.

Notary Public, Cert. filed in New York, Bronx and Kings Counties. (My commission expires March 30, 1919).



We must out-sing and out-  
play Germans, if we are to  
outfight them.

—Major J. M. Wainwright

